

Roles (see cards for role playing)

Data Interpreter: Helps interpret the data, contributes to the conversation around what the data says in relation to standards-based instruction for ALL, what may be needed, and what may stimulate change.

Learner: Highlights impacts of the data and guides discussion to share what instructional shifts can be implemented considering ALL learners and responsibilities or supports needed to stimulate change.

Observer #1*: Observe the conversation and write down the questions heard during discussion. (*Time Keeper)

Observer #2: Observe the conversation and write down the questions heard during discussion.

3 minutes	<p style="text-align: center;"><u>Apply</u> the Data with Standards-Based Instruction Planning for ALL</p> <div> <div> <p><i>The Data Interpreter will engage in conversation in non-evaluative probing questions.</i></p> <ul style="list-style-type: none"> • “I assume...” • “I predict....” • “I see...” • “I think...” <p><i>“Some possible learning from the data for the instruction implications could be....”</i></p> </div> <div> <p><i>The Learner will engage in conversation that digs deeper into instructional implications based on the data and standards-based planning template provided while focusing on student achievement.</i></p> <ul style="list-style-type: none"> • “I wonder....” • “My questions and/or expectations are influenced by...” • “I can ...” </div> <div> <p><i>The Observers will observe the conversations and write down the questions heard during discussion.</i></p> <ul style="list-style-type: none"> • One card per observer • Different question for each observer in a group </div> </div>		
5 minutes	<p>Data Interpreter(s) & Learner(s) engage in data-driven standards-based instructional unpacking/planning to impact student achievement</p> <ul style="list-style-type: none"> • Using learning from data dive and unpacking/planning for standards-based instructional template 		
5 minutes	<p>Observers Debrief with Table Group</p> <p>The observers will read and discuss the questions on their cards with the table group.</p> <ul style="list-style-type: none"> • What instructional changes were suggested that would raise student achievement? • How do the design elements of the unpacking/planning for standards-based instruction support achievement of ALL students? • How were instructional practices clarified? • Are all stakeholders considered in the data conversations? 		
7 minutes	<p>Build Learning Connections in Table Group</p> <p>Use the Conceptual Design–Standards-Based Teaching and Learning document to plan actions that will positively impact student achievement. Identify one driver from the Conceptual Design–Standards-Based Teaching and Learning document (input) that will have the most significant impact on more equitable student achievement (output). Suggest necessary actions defined during the experience related to the selected driver and area of most significant impact.</p> <p>Finally, the group will analyze the questions:</p> <ul style="list-style-type: none"> • What questions help us discover where we are now? • Which resources are needed to support the desired change to occur for an equitable approach to learning? • From a systems approach, what could be the first course of action? 		